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AUTHOR	Brown, Gerald R.
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ABSTRACT

This paper examines tools that a teacher-librarian may be able to use effectively to develop cooperative planning and teaching to develop information literate students. It addresses the perspective of the teacher in the learning process and shows ways that the teacher-librarian can be a collaborative partner in the process. Issues related to teaching and learning styles are addressed. The paper is divided into four sections that present guidelines related to the following responsibilities of teacher-librarians: (1) instruction and cooperative planning and teaching; (2) expertise and educational credibility; (3) management of resources; and (4) program advocacy. (MES)

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Helping Teachers Use the Modern School Library More Effectively

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Presenter

Gerald R. Brown

Consultant, School Library & Information Services
& Honorary Ambassador, International Association of School Librarianship
c/o 3403 – 55 Nassau Street North,
Winnipeg, Manitoba R3L 2G8 CANADA
E MAIL: browner1@mts.net
Phone: 204-284-5620

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Presenter: Gerald R. Brown, Consultant, School Library & Information Services
& Honorary Ambassador, International Association of School Librarianship
c/o 3403 – 55 Nassau Street North, Winnipeg, Manitoba R3L 2G8 CANADA
E MAIL: browner1@mts.net Phone: 204-284-5620

Abstract

Title: Helping Teachers Use the Modern School Library More Effectively

The purpose of this paper will be to examine tools that a teacher-librarian may be able to use effectively to develop cooperative planning and teaching to develop information literate students. It will address the perspective of the teacher in the learning process, and will show ways that the teacher-librarian can be a collaborative partner in the process. Issues related to teaching and learning styles will be addressed. Samples of "Handbooks / Guides for Teachers and Students" that have been collaboratively developed in both print and electronic formats will be examined. This session is looking specifically at the teaching and learning processes in both the classroom and the library. Discussion of interest to the group will be considered.

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Helping Teachers Use the Modern School Library More Effectively

Introduction:
Teacher-librarians contribute to total educational program through the development of a cooperative instructional partnership with teachers and principals. As active partners in the school's instructional program, teacher-librarians' educational roles are realized in the areas of:

1. RESPONSIBILITIES OF TEACHER-LIBRARIANS

- **Instruction and Cooperative Planning and Teaching**
- **Expertise & Educational Credibility**
- **Management of Resources**
- **Program Advocacy**

Teacher-librarians are both teachers and librarians actively involved in Instruction and Cooperative Planning and Teaching. They share responsibility with teachers for planning, teaching, and evaluating instructional units and other educational programs used to deliver resource-based learning. Teacher-librarians should:

1. Know **program content, teaching objectives, and curriculum development** at all grade levels.
   Source: Canada. Saskatchewan Education. The Research Process
   http://www.sesd.sk.ca/eveww/
   Source: Zeglen, Tony. Fort McMurray High School. Social Studies Units
   http://members.shaw.ca/tzeglen/

2. Work cooperatively with all staff to develop, coordinate, and **implement a continuum of independent learning, research and study skills** to meet the needs of the students
   Source: Ryan, Jenny and Steph Capra.
   http://www.capraryan.com.au

3. **Develop a problem solving model** with the teachers that can be used across grades and curricula

Source: USA. Washington. Bellingham School District
McKenzie, Jamie. "*We weave the Web (The Research Cycle)*"
http://www.fno.org/ascd.html

Source: Eisenberg, Michael & Bob Berkowitz (1992) web site for *BIG 6*
http://www.big6.com/
http://www.kn.pacbell.com/wired/big6/big6list.html

Source: Buzzeo, Toni. (2002) "*Collaborating to Meet Standards: Teacher-Librarian Partnerships for k-6*". Linworth Publishing

Source: Canada. Ontario. School Library Association (1999)
Information Studies Grades 1 – 12
http://www.accessola.org/osla/publications.htm#2

Source: Canada. London. Ontario. Thames Valley District School Board. (2003)
"On Your Own: A practical guide to research, writing and information literacy."
http://www.tvdsb.on.ca/

Source: Canada. B. C. Burnaby School District (2001)
Library Resource Centres in Burnaby Schools. (Handbook)

Source: Canada. Prince Edward Island. Ministry of Education
School Library Handbook: Building Information Literacy (2003)
http://www.edu.pe.ca.bil/

4. **Teach students and staff how to use resources and equipment.**

1. **operating audio visual equipment**
2. **using word processing, data bases, spread sheets**
3. **developing PowerPoint skills and programs**
4. **accessing Internet**
5. **performing and evaluating world wide web searches using a variety of search engines**

Sample: Rosettis, Michael. *Evaluating Websites* (CD)

Sample: University of California Berkeley Library
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Strategies.html

6. **creating school websites, and Intranet sites for school use**

Sample: Australia. Scotch College. Library & Information Centre
Boyd, Suzette. Teacher-Librarian
http://www.scotch.vic.edu.au/Library/about/sb.htm

Sample: Canada. Manitoba. Gordon Bell High School Library
Dueck, Judith, Teacher Librarian
http://www.wsd1.org/gordonbell/gblibrary/default.htm

Sample: Canada. Manitoba. Pembina Trails School Division.
Stimson, Margaret. Teacher Librarian. *Infozone*
http://www.assd.winnipeg.mb.ca/infozone/

Sample: Canada. Nova Scotia. Sackville High School
Gunn, Holly, Teacher-librarian
http://www.accesswave.ca/~hgunn/

5. Work cooperatively with staff to **integrate resources** into all stages of instruction from planning to implementation to evaluation.

   Source: Dodge, Bernie. *Schools, Skills and Scaffolding*
   http://edweb.sdsu.edu/people/bdodge/scaffolding.html

   Source: Canada. Manitoba. Winnipeg School Division. Technology Education Resources. *Educational Activities: Source Materials, Projects and Activities*
   http://www.wsd1.org/LessonPlans/Default.htm

6. Help students and teachers develop the ability to **critically examine, select and judge all forms of information.** The following websites are excellent samples to investigate

   Source: Schrock, Kathy. The most popular of Teacher-librarian websites
   http://www.kathyschrock.com/
   http://school.discovery.com/schrockguide/eval.html

   Source: Checklist for Evaluating Websites: A W5H student checklist for web page evaluation
   http://www.library.wisc.edu/libraries/Instruction/instmat/webeval.htm

   Source: QUICK: The Quality Information Checklists: this site is easy to navigate and offers an excellent tutorial on eight basic criteria for beginning the study of web site evaluation.
   http://www.quick.org.uk/menu.htm

7. Increase students' ability, interest, and confidence in reading and developing a **life-long appreciation for literature.**

   Source: Australia. Scotch College. Library & Information Centre Literature Promotion.
   http://www.scotch.vic.edu.au/Library/about/lit.htm

   Source: Canada. Manitoba. Winnipeg School Division. Literature sites
   http://www.wsd1.org/PC_LMS/literatu.htm

   Source: Interdisciplinary Reading in the Content Areas
   http://www.sarasota.k12.fl.us/sarasota/interdiscrdg.htm

8. Provide **inservice programs** that facilitate an information literacy approach to learning.

   Source: Bumgardner, Barb. Workshop Ideas: An Internet Hotlist on Workshop Ideas with easy to follow Tutorials.
   http://www.kn.pacbell.com/wired/fil/pages/listworkshopba.html

9. Produce and/or arrange for the **production of learning resources.**

10. Utilize current research to **evaluate current programs** and in planning for future service.

    Source: Loertscher, David V. (1999) "Reinvent your school's library in the age of technology: A Guide for Principals and Superintendents." Hi Willow Research and Publishing.

2. Expertise and Educational Credibility

With their professional training, expertise and teaching experience teacher-librarians provide knowledge, assistance, suggestions, ideas or advice to students and teachers in all aspects of a modern school library and information services program.

Source: Association for Teacher-Librarianship in Canada. (ATLC) *"Students' Information Literacy Needs in the 21 st Century: Competencies for Teacher-Librarians.* 1997
http://www.atlc.ca/Publications/competen.htm

As experts they are expected to:

11. Suggest and advise on **instructional strategies** that encourage resource-based learning.
    Source: USA. University of Northern Iowa. *Rubric Ideas* contains rubrics for many different subjects and classroom skills, with special attention to cooperative learning
    http://www.uni.edu/profdev/rubrics.html#cooperative

12. **Promote professional resources** and **disseminate information** from conferences and workshops.
    Source: International Association of School Librarianship website
    http://www.iasl-slo.org
    Source: American Association of School Librarians
    http://www.ala.org/aasl/index.html

13. Extend access by locating and acquiring resources through **inter-library loan**.

14. Provide **reference and information services** such as web listings, bibliographies, reading lists, or special collections to assist the instructional program.

3. MANAGEMENT OF RESOURCES

Another aspect of the role of the teacher-librarians is the Management of the SLIS , the resources and the support staff to ensure maximum access to these resources and the effective use of them. As managers they should:

15. Develop, in cooperation with the principal and the teaching staff, such SLIS **policies and procedures** that meet the educational objectives of the school.

    Source: USA. Maryland. Baltimore County Public Schools Office of Library Information Services Curtis, Della, Coordinator
    http://www.bcps.org/offices/lis/office/admin/index.html

    Source: Peter Milbury's Network of School Librarian Web Pages
    http://www.school-libraries.net/

    Source. Canada. Waterloo Regional District School Board
    Jacob Hespler Secondary School
    http://jhss.wrdsb.on.ca/library/html/policies/lib.htm

16. Set **long range goals, short term objectives,** and an **evaluating process** towards the attainment of those goals.

17. **Establish the SLIS budget,** in cooperation with the principal and the staff, to support the educational goals of the school.

18. **Manage the SLIS budget.**

19. Coordinate the **evaluation, selection, and acquisition of resources** that support the program needs of the students and staff.

20. Develop **circulation policies and procedures** that ensure maximum access to all resources.

21. **Staff management** of clerical and technical staff, and volunteers.

22. Advise on new or renovated **SLIS facilities.**
    Source: National Clearinghouse for Educational Facilities
    http://www.edfacilities.org/rl/libraries.cfm

23. Utilize **current research** in evaluating present programs and services and in planning for future operations.
    Source: **How School Librarians Help Kids Achieve Standards:** *The Second Colorado Study* **(1999)**by Keith Curry Lance, Christine Hamilton-Pennell, and Marcia J. Rodney http://www.lrs.org/Impact_study.htm

    Source: Todd, Ross. Selected papers http://www.scils.rutgers.edu/~rtodd/Publications.htm

    Source: Haycock, Ken.
    Teacher Librarian: The Journal for School Library Professionals
    http://www.teacherlibrarian.com/

    What works: Research about teaching and learning through the school's library resource center. Seattle, WA: Rockland Press.
    http://www.kenhaycock.com/

    Source: Brooks, Marty & Jacqueline. *(1993) ASCD publication: In Search of Understanding: the Case for Constructivist Classrooms. ASCD Publications, Alexandria. VA (USA)*

    Source: Larsen, Gert & Susanne Sjorslev. *How Good Was Our S.L.A.M. Project ? 1999-2002 – School Libraries as Multi-media Centres, A European Community Socrates Project.*
    ____. Grand Slam: General Research And New Developments in School Libraries As Multimedia and Learning Centres – A Proposal application for MINERVA funding under the Socrates programme of the European Commission (2002
    http://www.iasl-slo.org See the section "Documents"

4. PROGRAM ADVOCACY

Through Program Advocacy which maximizes the instructional role and program of SLIS, the teacher-librarians:

24. **Develop a well-articulated philosophy** stating the contribution that the SLIS makes to the educational program in the school.

25. **Interpret and promote** the SLIS philosophy to various sectors affected by this philosophy.

26. **Demonstrate a professional commitment** to information literacy, resource-based learning, cooperative planning and teaching and to the philosophy of SLIS

    Source: Canada. Manitoba. Winnipeg School Division. *Information Literacy sites*
    http://www.wsd1.org/PC_LMS/resources/Information%20Literacy/information_literacy.htm

    Source. Canada. Saskatchewan School Library Association.
    The 4 th R: The Research Process
    http://www.edfacilities.org/rl/libraries.cfm

    Source: Oberg, Dr. Dianne. *Cooperative planning and teaching At what cost?*
    http://www.slis.ualberta.ca/oberg_cooperative.htm

Source: Doiron, Ray. (1999) *Cooperative Planning and Teaching: A Handbook for the Diploma Program at University of Prince Edward Island, Canada*
http://www.upei.ca/~fac_ed/projects/handbook/cppt2.htm

27. **Develop effective Reporting** regularly to the staff, principal, trustees & parents
    Sample: Canada. Manitoba. Winnipeg School Division. Technology Support Team
    Bits and Bytes Newsletter
    http://www.wsd1.org/bitsbytes/Default.htm
    Sample: Canada. Alberta. Fort McMurray. Westwood Community High School
    Social Studies Teachers website for students and parents
    http:/members.shaw.ca/tzegler/

28. **Develop effective publicity** for Superintendents, Directors, Trustees, and Parents. And within the school venue.

29. Participate in grade or department level **planning meetings.**

30. Advocate and promote an **inter-active inservice program** for staff, and special programs for parents.

31. **Share** teaching / learning ideas with teachers.
    Sample: Canada. Ontario. Thames Valley District School Board
    Literacy in the Content Areas- Practical Literacy Handouts for Teachers
    http://www.tvdsb.on.ca/programweb/curric/curriculum.htm

32. **Actively participate in workshops, conferences and conventions,** sharing the ideas gained with the principal and staff.
    Source: International Association of School Librarianship website – Conferences
    http://www.iasl-slo.org

33. Actively participate in **extra-curricular activities** in the school.

34. **Maintain an inviting SLIS facility** that is inviting, interesting, and which encourages use.

35. Support **District, Division or Provincial curriculum committees** by participating as a member, or through suggestions, briefs, or reports that advocate SLIS.

6. SUMMARY

The classroom teacher is under stress from many different sources. The Teacher-librarian is ideally located to assist these teachers, and to help them focus their energies on helping students to become independent learners. To fulfill this role, the teacher-librarian must be friendly, approachable, knowledgeable, and devoted to a genuine mission of education for all.

This paper has identified ways the teacher-librarian can work collaboratively with the principals, teachers, and parents to develop a strong school library and information services program.

The sources and websites provided are intended as guides to help individuals do personal research, in order to have a broad background of information creating or adapt programs in one's local school or system.

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